**Digital Academy: Final Project**

**Jenn Remaley (Intervention Specialist)**

**5/13/11**

**Part 1: Project Summary**

For my project, I plan on integrating several Glogster assignments in my inclusive language arts class during the 2011-2012 school year. Students will create at least 3 glogster book report projects:

-In August: this one will be based on their summer reading book. Students will have to create a glogster that displays/discusses the main characters in the book, conflict, setting, genre, and a basic summary of the events in the book. Students also need to include a section to explain why other students should read their book.

-In December: this will be completed after viewing the play A Christmas Carol and students will create an obituary for Scrooge. They can be as creative as they like and will be able to view sample obituaries from the local newspaper as examples. Students should follow the general format of a basic obituary and include dates (born and passed), where he lived, family left behind and basic descriptions of Scrooge.

-In March/April: students will create their “Ode” poem after learning about different types of poems. They can make it as creative as they want. Students should focus on one object or idea and write a central poem about that.

1). Standards:

*Literary Text Standard-* C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.

*Writing Applications Standard* - E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.

*Communications: Oral and Visual Standard-*G. Give presentations using a variety of delivery methods, visual displays and technology.

*Speaking Applications* 9. Deliver formal and informal descriptive presentations

that convey relevant information and descriptive details.

*Writing Applications-* 6. Produce informal writings (e.g., journals, notes and poems) for

various purposes.

2). In each assignment, the instructor will assign students a glogster account. Students will be able to keep their user name and password and successfully log on and create new projects with teacher assistance. Students will be able to work together to generate ideas and be as creative as they possibly can while following the directions of each particular assignment carefully. When projects are completed, students will present their glogster in front of the class, utilizing a computer to show their creation on the screen. Students will walk the class through and describe their creations.

3). Utilizing a computer for these assignments will enhance student learning as all students learn differently and have various strengths/challenges. Using glogster will level the playing field for all students and allow their “creative” juices to get flowing as opposed to presenting a paper and pencil written report. These assignments will enhance a visual perspective of learning for students and allow them to have fun at the same time.

**Part 2: Reflection**

I will try these assignments out in the fall of next school year as there was not time this year to complete (we already did these assignments but without the technology integration). It will be interesting to see if overall student performance, participation and mood increase with the use of technology.

**Part 3: Student Work Samples**

Although these assignments have not been completed, the instructor will show students Glogster examples of each assignment before they begin. Examples will be pulled directly from glogster.com (or created by teacher) so students can get a better idea of how creative they can be.